

# **The School Local Offer**

**(To be read in conjunction with SEND Policy)**

**Who can I talk to about my child's difficulties with learning/SEND?**

- Class teacher
- Headmistress
- SEND Team

**How do we identify and assess children with SEND?**

A child has a Special Educational Need if he or she has a learning difficulty or disability which requires special or different additional provision normally available to pupils of the same age.

All teachers are responsible for identifying pupils with SEN. Working alongside the SEND Team specific and additional support will be offered to a child whose progress is evaluated as inadequate. Adequate progress can be defined in a number of ways and may take into account:

- Closing the attainment gap between the child and peers
- Preventing attainment gap growing wider
- Ensuring access to full curriculum
- Demonstrating improvement in self-help, social or personal skills and
- Demonstrating an improvement in behaviour

**How do we balance children's needs for support with developing their independence?**

We review termly or as the child's intervention strategies dictate to check impacts on progress. It is important to us that your child develops their independence and that they are as best prepared for the next phase in their education. Differentiated class activities are prioritised. We believe it is important to facilitate your child through a range of support methods, where possible they are included with you in the decision making.

Support for my child's overall wellbeing

### **Supporting social and emotional development**

In some classes PSHE is timetabled weekly and in others, sessions are held as and when required. It is also taught through cross-curricular opportunities eg drama and science. Children with identified needs are supported through specific group discussion intervention by TAs or SEN teachers. In addition, advice from professionals may be sought after. This would enable a more specific intervention to be provided, either to a whole class, group or 1-1 basis.

### **How do we support children with SEND?**

- Differentiated curriculum
- Reasonable adjustments in the classroom
- Where appropriate individual programmes of intervention
- Speech & language therapy

### **Where can I find more support and information?**

The City of London, Islington and Hackney provide a range of specialists and agencies that support the needs of all children, including those with additional needs. These can be found at:

<https://www.fycityoflondon.gov.uk/services>

<http://www.islington.gov.uk/services/social-care-health/disabled-people/local-offer/Pages/default.aspx>

<http://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

### **How will the school communicate with me?**

- Parent meetings twice a year
- Termly review meetings
- School website
- Reports

## **How well do SEND pupils do in our school?**

"The progress made by pupils identified as having special educational needs and/or disabilities (SEND) or those for whom English is an additional language (EAL) is also very good because they are very well supported. The school is highly successful in ensuring that pupils are accepted for their first choice of secondary school. Parents are very positive about the school with all parents saying that their children enjoy school and make good progress". (SIS School Inspection Service. March 2016)

"The school's systems to support pupils with SEND or EAL are very effective. There are two teachers of SEND and two SEND co-ordinators, they work well together for the benefit of pupils".  
(SIS School Inspection Service. March 2016)

The early years SEND Audit Report (March 2016) noted the following areas of strength:

- Teaching and learning - high expectations for all
- Good organisation - string systems and process
- Working with parents - sound parental engagement.